

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 10:47 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </div>
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Houston Independent School District	101-912	Woodson K – 8/ 127	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6001255	IV	TX-009	06129212400
Mailing address		City	State ZIP Code
4400 W. 18 th Street		Houston	TX 77092-8501

Primary Contact

First name	M.I.	Last name	Title
Mesha		Greene	Principal
Telephone #	Email address		FAX #
713-732-3600	mgreene4@houstonisd.org		713-556-7023

Secondary Contact

First name	M.I.	Last name	Title
Annetra	W.	Piper	Grants Manager
Telephone #	Email address		FAX #
713-556-6785	apiper@houstonisd.org		713-556-7023

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Terry	B.	Grier	Superintendent of Schools
Telephone #	Email address		FAX #

Signature (blue ink preferred) _____ Date signed _____

Only the legally responsible party may sign this application.

701-15-107-022

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

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	<ul style="list-style-type: none"> ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. iii. Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. <p>2. Deliver comprehensive instructional reform strategies.</p> <ul style="list-style-type: none"> (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. <p>3. Increase learning time and creating community-oriented schools.</p> <ul style="list-style-type: none"> 1. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ul style="list-style-type: none"> i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 2. Provide ongoing mechanisms for family and community engagement. <p>4. Providing operational flexibility and sustained support.</p> <ul style="list-style-type: none"> (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <ul style="list-style-type: none"> 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

101-912

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in

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early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following: 101-912
- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

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9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office. 101-912

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

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- (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
- (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (J) Program evaluation to ensure continuous improvement;
- (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
- (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
 1. Research-based;
 2. Developmentally appropriate;
 3. Vertically aligned from one grade to the next as well as aligned with State academic standards;
 4. Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

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	<p>(A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>(B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>(C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>9. Provide appropriate social-emotional and community-oriented services and supports for students.</p> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the restart model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:

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	<p>(A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety.</p> <p>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <p>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <p>1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</p> <p>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students</p>

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(D) Family and community engagement	
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the **TEA Grant Opportunities** page. An amendment is effective on the day TEA receives it in substantially approvable form. Amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration *Administering a Grant* page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.		N/A	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Houston Independent School District (HISD) commits to providing all children with a high-quality education that aspires to the highest academic standards. A high-quality education is important to an individual's success. The world is ever changing, and students must be prepared to live and work productively in a new economy with new technology, new competition, and new expectations. The HISD is recognized as one of the leading large urban school districts in the nation; therefore, in light of its past record of success, HISD believes that it can and must do more to keep up with change. Because some of our schools are not yet performing to the high academic standards we expect them to meet, HISD has created a vision for school reform that is focused on student success through technology-based personalized learning, intelligent and engaging teachers, and strong and supportive school leaders.

Vision and focus for school reform

HISD's vision for school reform come from the belief that:

- The overall student-achievement level must be improved so that after each school year, every student makes, at a minimum, one year of instructional progress.
- There can be no achievement gap between socioeconomic groups and/or children of ethnic diversity.
- Recruitment and retention of highly effective teachers are the keys to enhancing the quality of education and increasing student achievement.
- The dropout rate is unacceptably high and must be reduced.
- Our schools must be able to earn autonomy.
- The level of meaningful parental engagement must be increased.
- The community has a legitimate voice in reform, and responsiveness to community concerns must be improved. (2010 Declaration of Beliefs and Visions, 2010)

Sense of urgent need for change

Change is essential if we are to make our children's education our very highest priority. Our diverse, vibrant student population, reflecting Houston's international standing, is an asset. HISD will ensure that every student, regardless of culture, ethnicity, language, or economic status, has both equal opportunity and equal access to high-quality education evidenced through results of growth and accountability ratings. HISD believes that students should be taught to solve problems, create projects, present information, and conduct research – establishing teamwork, communication, creativity and problem-solving skills at an early age that can be increased in skill development as they move from one grade level to the next. The importance of offering Pre-Kindergarten programs to all young Americans, especially urban students of color and low-income, is well documented (Kaufman, Kaufman and Nelson, 2015; Witte & Trowbridge, 2005; Schweinhart, 2003). The research also shows that the benefits associated with early childhood education programs certainly outweigh the associated financial costs. Providing a high quality education for children before children turn five, yields significant long-term benefits and can significantly combat poverty (The Abecedarian Project). Children who participated in preschool programs are more likely to graduate from high school, own homes, and have longer marriages (Schweinhart, 2003). Finally, children in quality preschool programs are less likely to fail a class, be placed in special education, or get into trouble with the law (The Abecedarian Project). The children from this community have not had the success that is their right, especially during the younger years; therefore, HISD is committed to ensuring their success.

High expectations for results

HISD has high expectations for results in this process. In order to ensure that a process for ongoing monitoring for continuous improvement and success is implemented, the evaluation design will follow an action plan, as follows:

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- The campus will convene regular meetings with staff and other stakeholders for discussing monitoring and progress;
- Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented;
- Surveys will be provided, at any time, per semester, to elicit feedback from students, parents, and other stakeholders;
- For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools for quick resolution.

The implementation plan will include policies and procedures for facilitating ongoing monitoring and continuous improvement that will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference.

Operational flexibilities that will be afforded the campus in a reform effort

Schools within HISD will be given sufficient operational flexibility in order to ensure student success. Principals have the opportunity to choose their own school staff. Additionally, the district will work with the principals to help each school create an appropriate school calendar that supports extended time and learning for the students. Research has proven that there is a strong relationship between extended academic learning time and student achievement (Aronson, Zimmerman, and Carlos, 1998; Rocha, 2007). Schools will also have operational flexibility with their campus based budgets. This operational flexibility within the schools will allow them to fully implement a comprehensive approach to substantially improve student achievement outcomes. The District's Chief Schools Officer and School Support Officer will monitor the ongoing progress and implementation of the program strategies, including expanding Pre-K for students.

To increase student achievement, the campus will implement of an extended year, an extended day and an intensive, focused, during-the-school-day tutoring program, with inclusion of additional afterschool and Saturday tutoring that will directly impact students. To increase the effectiveness of the campus instructional leadership and the instructional staff, the campus will implement targeted, job-embedded professional development centered on the specific needs of the campus; a Professional Learning Communities (PLC) schedule.

Capacity and Resources

HISD has the capacity and resources to ensure the success of this program. HISD will provide technical assistance to Woodson Learning Academy on multiple levels via **Central Office Administration** including the:

- Grants Department: General grant management and technical assistance in the completion and filing of progress reports with TEA.
- Research And Accountability: Assistance in accessing student data for evaluation reports.
- Accounting/ Budgeting/Purchasing Departments: Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA.
- Legal Department: Assistance in the development and approval of contracts.
- Curriculum Department: Support of curricular enhancements and assistance with the district's online curricular alignment resource.
- Schools Office: Provide forums for disseminating and sharing information regarding the outcomes of the project and assistance with observation and monitoring of campus transformation

Communication structures

Current communication structures include: phone call-outs, periodic newsletters, and the use of the marquee. The school will also update and use the school website to communicate with the parents and community. In order to increase parent/community engagement, the school will improve communication with parents and community members by the campus will ensuring that any language barriers are overcome. The school also plans to produce a monthly newsletter, improve its website and on-site communications; and, seek out more partnerships within the community.

Woodson Leadership Academy's program will:

- Establish or expand a high-quality preschool program.
- Improve Academic Performance
- Increase the use of quality data to drive instruction
- Increase leadership effectiveness
- Increase learning time
- Increase parent/community involvement
- Improve school climate
- Increase teacher retention

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-912 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$57,220	\$0	\$0	\$886,426	0	\$886,426	0	\$886,426	\$0	\$443,213	\$0	\$3,169,712
#8-Professional and Contracted Services	6200	\$153,500	\$0	\$0	\$493,000	\$0	\$468,000	\$0	\$443,000	\$0	\$233,000	\$0	\$ 1,790,500
#9-Supplies and Materials	6300	\$60,000	\$0	\$0	\$189,900	\$0	\$180,000	\$0	\$180,000	\$0	\$90,000	\$0	\$699,900
#10-Other Operating Costs	6400	\$15,000	\$0	\$0	\$87,500	\$0	\$87,500	\$0	\$87,500	\$0	\$43,250	\$0	\$320,750
#11-Capital Outlay	6600/ 15XX	431,000	\$0	\$0	\$20,000	\$0	\$20,000	\$0	\$20,000	\$0	\$10,000	\$0	\$501,000
Consolidate Administrative Funds <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No													
Percentage 5% indirect costs (see note):		N/A	\$3,750	N/A	N/A	\$58,191	N/A	N/A	N/A	\$57,696	N/A	\$28,823	\$206,156
Grand total of budgeted costs (add all entries in each column):		659,500	\$3,750	0	1,676,826	\$58,191	1,641,926	\$57,696	1,616,926	\$57,696	819,463	\$28,823	\$6,620,797

Administrative Cost Calculation

Enter the total grant amount requested:

\$6,620,797

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$331,039.98

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 101-912		Amendment # (for amendments only):							
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	2		\$0	\$0	\$110,000	\$110,000	\$110,000	\$55,000	\$385,000
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor/interventionist	8		\$0	\$0	\$160,000	\$160,000	\$160,000	\$80,000	\$560,000
Program Management and Administration									
4 Program Coordinator	1		\$30,000		\$70,000	\$70,000	\$70,000	\$35,000	\$275,000
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 AVID tutors	7		\$0	\$0	\$20,160	\$20,160	\$20,160	\$10,080	\$70,560
8 Counselor	1		\$0	\$0	\$75,000	\$75,000	\$75,000	\$37,500	\$262,500
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Parent Liaison	1		\$10,000	\$0	\$30,000	\$30,000	\$30,000	\$15,000	\$115,000
11 Title			\$	\$	\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$40,000	\$0	\$465,160	\$465,160	\$465,160	\$232,580	\$1,668,060
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$6,000	\$0	\$12,000	\$12,000	\$12,000	\$6,000	\$48,000
15 6119 Professional staff extra-duty pay			\$10,000	\$0	\$274,200	\$274,200	\$274,200	\$137,100	\$969,700
16 6121 Support staff extra-duty pay			\$2,000	\$0	\$19,200	\$19,200	\$19,200	\$9,600	\$69,200
17 6140 Employee benefits			\$9,220	\$0	\$115,866	\$115,866	\$115,866	\$57,933	\$414,752
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$27,220	\$0	\$421,266	\$421,266	\$421,266	\$210,633	\$1,501,652
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$67,220	\$0	\$886,426	\$886,426	\$886,426	\$443,213	\$3,169,712

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)									
County-district number or vendor ID: 101-912		Amendment # (for amendments only):							
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.									
Professional and Contracted Services Requiring Specific Approval									
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
6269	Rental or lease of buildings, space in buildings, or land								
	To be used for staff professional development and staff retreats	5000		5000	5000	5000	5000		25000
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	5000		5000	5000	5000	5000		25000
Professional Services, Contracted Services, or Subgrants									
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Professional development - cultural proficiency (poverty and race)	<input type="checkbox"/>	\$15,000		\$25,000	\$25,000	\$25,000	\$15,000	\$105,000
2	Professional development - early learning strategies	<input type="checkbox"/>	\$5,000		\$15,000	15,000	15,000	\$5,000	\$55,000
3	Professional development - reading	<input type="checkbox"/>	\$15,000		\$30,000	\$30,000	\$30,000	\$15,000	\$120,000
4	Professional development - mathematics	<input type="checkbox"/>	\$15,000		\$30,000	\$30,000	\$30,000	\$15,000	\$120,000
5	Professional development - rigorous teaching strategies	<input type="checkbox"/>	\$15,000		\$30,000	\$30,000	\$30,000	\$15,000	\$120,000
6	AVID program training	<input type="checkbox"/>	\$8,000		\$8,000	\$8,000	\$8,000	\$8,000	\$40,500
7	Professional Development and Coaching for teachers	<input type="checkbox"/>	\$25,000		\$100,000	\$100,000	\$100,000	\$50,000	\$375,000
8	Student support services	<input type="checkbox"/>	\$-		\$50,000	\$50,000	\$50,000	\$20,000	\$170,000
9	Personalized learning strategies (i.e. flipping the classroom, etc.)	<input type="checkbox"/>	\$50,000		125,000	\$100,000	75,000.00	\$50,000.	\$400,000
10	Interactive student online learning program	<input type="checkbox"/>	\$-		\$20,000	\$20,000	\$20,000	\$10,000	\$70,000
11	Social worker/social services	<input type="checkbox"/>	\$-		\$55,000	\$55,000	\$55,000	\$25,000	\$190,000
b.	Subtotal of professional services, contracted services, or subgrants:		\$148,500		\$488,000	\$463,000	\$438,000	228,000	\$1,765,500
a.	Subtotal of professional and contracted services requiring specific approval:		\$5,000		\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
b.	Subtotal of professional services, contracted services, or subgrants:		\$148,500		\$488,000	\$463,000	\$438,000	228,000	\$1,765,500
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$		\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$153,500		\$493,000	\$468,000	\$443,000	\$233,000	\$1,790,500

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 101-912						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Scientific calculators	For student use during science labs	100	\$99							
	2				\$							
	3				\$			\$9,900	\$	\$		\$9,900
	4				\$							
	5				\$							
6399	Technology software—Not capitalized											
6399	Supplies and materials associated with advisory council or committee											
	Subtotal supplies and materials requiring specific approval:											
	Remaining 6300—Supplies and materials that do not require specific approval:											
	Grand total:											

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 101-912		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$ -		\$ 25,000	\$ 25,000	\$ 25,000	\$ 12,000	\$ 87,000	
6413	Specify purpose: College visits, includes transportation								
	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:								
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:								
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:								
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$	\$	\$	\$	\$	\$
	Specify name and purpose of organization:								
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:								
Subtotal other operating costs requiring specific approval:		\$-		\$25,000	\$25,000	\$25,000	\$12,000	\$87,000	
Remaining 6400—Other operating costs that do not require specific approval:		\$15,000		\$62,500	\$62,500	\$62,500	\$31,250	\$233,750	
Grand total:		\$15,000		\$87,500	\$87,500	\$87,500	\$43,250	\$320,750	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)										
County-District Number or Vendor ID: 101-912				Amendment number (for amendments only):						
15XX is only for use by charter schools sponsored by a nonprofit organization.										
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$-		20,000	20,000	20,000	10,000	\$70,000
66XX/15XX—Technology hardware, capitalized										
2	iPads carts with 30 iPad	7	\$18,000	126,000	\$	\$	\$	\$	\$	\$126,000
3	Desktops	162	\$1,000	162,000	\$	\$	\$	\$	\$	\$162,000
4	Document camera	20	\$500	\$10,000	\$	\$	\$	\$	\$	\$10,000
5	Promethean Boards	20	\$5,000	100,000	\$	\$	\$	\$	\$	\$100,000
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14	Science tables	15	\$200	\$3,000	\$	\$	\$	\$	\$	\$3,000
15	chairs	300	\$50	\$15,000	\$	\$	\$	\$	\$	\$15,000
16	desks	150	\$100	\$15,000	\$	\$	\$	\$	\$	\$15,000
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				\$	\$	\$	\$	\$	\$	\$
Grand total:				\$431,000		20,000	\$20,000	\$20,000	10,000	\$501,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	890		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	802	90.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	70	7.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	5	0.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	1	0.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	838	94.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	22	2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	78	8.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	904		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary placements in In-School Suspension	403		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	474		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	22		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	N/A	N/A	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	257	49%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Carter G. Woodson Leadership Academy (WLA) serves 890 students from grades Pre-Kindergarten to eight grade. There has been a steady increase of enrollment of more than 102 students from the 2011-2012 school year until now. Even though enrollment has increased, the high mobility rate (30.5%) is an issue that impacts instruction and class size.

Currently, 8.8% of the student population is comprised of students with disabilities, which is higher on average than the district at 7.5%. The number of students with disabilities continues to grow. Articles written by Milofsky (1974) and Noguera (2002) discuss the importance of teachers understanding the culture of their students in the educational process in order for the students to be successful. Too many African American students end up in special education classes as a result of this culture misunderstanding and too many poor and minority students receive a substandard education because of this. Harry and Moore, (2000) wrote an article that closely ties into Noguera's 2002 article, describing how teachers must understand the culture of their students in order for African American and other minority students to be successful in school and in life. With 94% of the students qualifying for free or reduced lunch, it is important that these middle class teachers understand the plight of our students. The demographic make-up of the student body is 90% African American and 7.9% Hispanic. There is a large percentage of single parents and grandparents raising students of the school. The single parents need support that is unique to those from two parent families. The educational process and raising children has changed significantly since these grandparents raised their own children; therefore, they need supports as well that are unique to their situation. Additionally, the average income in this school community is approximately \$20,000 with the majority of families receiving some type of federal assistance.

During the 2002-2003 school year, Woodson Leadership Academy (WLA) was converted to a PK-8 campus from a middle school campus. Before Woodson was converted to a PK-8, the data show consistency in performance. Over the past four years, Woodson's state assessment data has shown declines, which led the school into an Improvement Required Status year 4 (IR-4). From 2011 to 2015, there was a 23% decline in reading, 10% decline in mathematics, eight percent (8%) decline in writing. After further review of the data, it was observed that the middle school data is stronger than the elementary level data. Based on this data trend, it shows there is a need for an emphasis on strong and effective early grade level instructional program.

A more in-depth analysis of the data revealed an increased suspension rate of 300 days of out-of-school suspension over the past three-years. These out of school suspension days impacted the school's overall attendance rate. The grant funds will allow WLA to hire a school social worker and parent liaison that will help improve the overall suspension rate by providing support to parents and teachers for student behaviors. It is very important to have a strong parent-school relationship and having a school social worker.

Based on the data of Woodson K-8, it is important for Woodson to implement a strong early childhood instructional program to ensure our students are prepared to be successful in the intermediate grades. The program design we will use for this structure is the Early Learning Intervention Model. Woodson currently offers full-time Kindergarten for all students; therefore we will expand the Pre-Kindergarten program from two classes to four. Not only is there a need to increase the number of classes in order to provide a stronger educational background for our students as they move through the grade levels, but there is a need to increase the number of classes based on the number of students that need the services. Two classes were provided, but additional funding is needed to pay for additional teachers. There are many students in the community who could attend, if space were available. This grant will provide WLA an opportunity to provide more classes to support the number of students who need these services.

Based on the data, there is a need for additional support offering at WLA. There is a need to: a) Expand Pre-Kindergarten; b) Purchase additional technology to support creating a 21st century classroom such as; desktops, SMART board, scientific calculators; c) Hire teacher tutors for Reading and Mathematics; d) Hire a full-time counselor to provide support around group and individual counseling; e) Hire a parent liaison to support and sustain the home-school connection as well as provide several parental workshops; and f) Hire a social worker to support families by providing wrap around services where needed.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	60.8		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	51.9	85.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	4.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	3.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	4	6.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	47.9	92.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	4	7.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	12.2	23.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	19.1	36.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	10.5	20.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	7	13.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3	5.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	45,159		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	46,928		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	49,215		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	55,396		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	72,896		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	10	16%	Houston ISD Human Resources Department
Staff with Bachelor's degree as highest level attained	28	45%	Houston ISD Human Resources Department
Staff with Master's degree as highest level attained	22	36%	Houston ISD Human Resources Department
Staff with Doctoral degree as highest level attained	02	03%	Houston ISD Human Resources Department

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Further data supports the importance of teacher retention and professional development. During the 2013-2014 school year, 61% of the WLA staff had 0-5 years of experience. Our data currently shows that that we have more teachers who are new to the profession than those who have been teachers previously. Teachers development is essential to improving overall school success. Recent studies suggest that professional development should focus on long-term processes rather than one-time workshops that are easily forgotten if there is no follow up. Not only does new learning solidify over time, but new ideas become more applicable when job-embedded within daily practice (Chen & McCray, 2012; Devlin-Scherer, 1989; Hunzicker, 2011; Odden, 2011; Ruddy & Prusinski 2002). All of our teachers will be engaged in job-embedded professional development to improve their instructional delivery of content.

Additionally, WLA has a high teacher turnover rate which has contributed to inconsistency of student support and to new and developing teachers not being equipped to provide instruction for students with deficits and behavior issues. This tends to cause these new teachers to make more referrals of students to special education or for disciplinary reasons. Although the data provided previously highlights the teachers from 2013 - 2014, most recently, the former principal was removed during the summer and a new principal was hired. With this change came a departure of even more teachers and the necessity of the current principal to hire teachers for the school with a very few weeks left before school started. In order to hire teachers who are the best fit for the school, it is advisable to begin recruitment early. Most of the best teachers may already have been chosen by or before the end of the summer; therefore, it is important that recruitment efforts begin early (Levin & Quinn, 2003; Odden, 2011). Usually the best teachers have already been hired before August. Currently, there is a fairly new faculty, a brand new principal, a new administrative staff, and a great need for support and development.

The teachers who are a part of the school membership do not live in the community. Many of them live in suburban areas and drive into the city to teach at this urban, inner city school. Although the majority of teachers and staff who work at the school are African American, and the majority of students are African American, there is still a cultural divide based on the high poverty and the urban characteristics of the students and community. There is a strong need to provide cultural proficiency and a culturally responsive pedagogy, in addition to job embedded content support.

Another important issue is that the school does not currently have a counselor or a social worker, although these staff members are definitely needed. The needs of the student and community are such that there is a need for social supports for the students and a way to connect them to outside services and supports. The current budget does not allow enough funding to pay for these positions, as there are such dire need in other areas. Additionally less than one-third of the staff have more than a Bachelor's degree, although all are certified.

The principal and her leadership team have led other school improvement reform in other urban schools across the country. They are very familiar with this work and have a desire to see the lives of these children changed. Although many of the teachers are new, they understand that there will be challenges with making a difference in the lives of these inner city children and are willing to do what it takes to make a difference in their lives.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 101-912										Amendment # (for amendments only):				
Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
44	88	88	88	88	88	92	85	89	83					833
Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	4	4	4	4	4	5	5	5	6					43

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purpose of the Pre-K program at WLA will be to keep students safe, provide nurturing environments, as well as focus specifically on literacy development. Individual student and community needs will be considered before implementing a universal program at the school. The cultural and social norms of the community will be considered prior to implementation, in order to gain the local support needed to be effective. The best way to do this will be to involve teachers, staff, parents, and community leaders in the process as well as campus and district leadership. Based on this decision, several meetings were held with this team of school and community members during the planning phase.

The campus TTIPS Decision Making Team selected the Early Learning Model in an effort to effect rapid improvement within the shortest time frame reasonable, while making the most of existing resources and to develop capacity to maintain initiatives past the end of the project. Upon receiving notice of eligibility for the TTIPS grant, Houston ISD and the administration at Woodson Leadership Academy (WLA) reviewed the campus needs and reflected on explicit, comprehensive requirements of the TTIPS program. In doing so, it was decided to present the information to stakeholder groups to elicit input in the decision making process according to the following:

- Conducted staff surveys to present four TTIPS options and ensure the staff's understanding of the required Critical Success Factors, July 2015
- Conducted site-based committee meetings to discuss implications for change and action steps, July 2015
- Conduct data review and needs assessment (teachers, parents, administrators and auxiliary staff), July 2015
- Reviewed potential strategies as related to identified needs for growth, July 2015
- Convened staff to meet new principal and select TTIPS model and relevant intervention strategies, July 2015
- Created opportunities for staff input to develop proposal, July 2015
- The new Leadership team met to finalize TTIPS plan and identify programs to be supported by the grant. August 2015
- Presented final proposal to site-based committee, administrators, district leadership, and school board, August 2015

The campus conducted the annual needs assessment data review at the time the TTIPS project was presented so that the proposed activities would align with the identified strengths and weaknesses. The planning team considered both human and financial resources available on the campus and the available district supports for the intense and necessary changes necessary in practices as indicated both in data and observational input from internal and external sources. Data reviewed included the campus historical performance as reported on TEA Accountability Reports, AEIS, School Report Card, and STAAR results. In addition, campus staff compared the data to the District Improvement Plan, Campus Improvement Plan, and relevant information as gleaned from the school data. An immediate concern was the lack of sufficient progress in meeting the rising state and federal academic standards over time in the Early Childhood Program and the lower elementary grades. Due to the limited resources, the school has great difficulty in providing adequate programs and systems needed to achieve the required improvements. Based upon the findings, it was decided that the school would pursue the **Early Learning Intervention Model**.

From this model came the following goals: a) Increase the number of students who are reading on or above grade level by third grade; b) Create parent and community groups to hold the school accountable for the school improvement funds they receive; c) Promote academic content across a range of development, including math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions for all grade levels, beginning in the early grades; and d) Vertically align the program from one grade to the next aligned with State academic standards.

The strategies utilized to ensure the school reaches its goals include: i) Enrolling in the Children's Learning Institute (CLI), CLI Engage platform, and using the Texas School Ready! (TSR!) child progress monitoring assessments with pre-K students; ii) Purchasing technology to support personalized classrooms; iii) Hiring teacher tutors for Reading and Mathematics and teachers for the Pre-K classrooms; iv) Hiring a full-time counselor to provide support and counseling and a parent liaison to support and sustain the home-school connection; and v) Hiring a social worker to support families by providing wrap around services where needed.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation
☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround
☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Woodson Learning Academy (WLA) has the unique advantage of being an early learning academy, an elementary school, and a middle school, all in one. WLA has the opportunity to provide continuity to the students by starting early offering a high quality preschool program. As stated previously, during the research for this program, it was discovered that the middle school students are faring slightly better than the earlier grade students; therefore, WLA realizes that there is a need to improve the preschool program/early education program and implement the Early Learning Intervention Model within the elementary school and expand the existing program. Houston ISD supports and funds full-day pre-K for two classes on the campus; however, it was discovered that there is a need for additional classes being offered. The district's Pre-K policies are aligned to the governor's Pre-K bill, HB 4, and provides funding for full-day Pre-K as well as a standardized curriculum. Unfortunately, there was only enough funding to provide two classes at WLA, although much more is needed. With the population that is served, the Early Learning Intervention Model is the best fit for WLA, along with additional supports for the rest of the school. The research existing on the impact of Pre-K on African American and Hispanic children and students who are low-income is conclusive, in that it works. Research from Kaufman, Kaufman, and Nelson (2015) shows that "the most productive way to reform education would be to invest in effective early childhood education programs" (p. 1). The benefits of Early Learning could well exceed the costs because low-income children benefit most from stable, high-quality early childhood programs (Witte & Trowbridge, 2005). Additionally, the teachers who will be impacted from this program will learn to be better teachers and it is hoped that they will become more effective and stay for several years, so that the students will have the continuity that they need. Students need an advocate, especially those that are as transitory as the students at Woodson.

In addition to the school needs, the **Early Learning Intervention Model** was selected because it puts WLA in a better position to serve the surrounding community. With the number of impoverished families in the areas, parents are unable to afford quality pre-school programs for the children. Therefore, the goal of selecting this Intervention Model is to establish a solid foundation for the students that will coincide with the vision to strengthen the overall level of academic achievement in the school.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to address the need for further, intense change in practice, the School Support Officer convened a TTIPS Decision Making Team to assess the current capacity to support the requirements of a TTIPS project. Acknowledging that the project would impact all school personnel, campus staff members and representatives of stakeholder groups (including parents, community representatives, school board members, and other interested parties) were invited to meet with district leaders. The four TTIPS intervention models were presented and there was unanimous support for the selection of the Early Learning Intervention Model. Discussions included ideas for rapid improvement, the need for comprehensive systemic change, and the need for a consistent focus on effective research-based instructional practices, especially in the Early Childhood Education program. Throughout the process, current and historical student achievement data were at the core of the conversations.

Stakeholder engagement is a key component to successful implementation of all portions of the Early Learning Intervention Model. Houston ISD consulted with stakeholders regarding the TTIPS application through staff meetings, parent and community visits, and one-on-one meetings. The principal presented the intention to apply during a faculty meeting in which 17 staff members were present. Additionally, the leadership team (teachers, administrators, teacher specialists) discussed and provided input regarding grant components during leadership team meetings. The School Support Officer had the opportunity to meet with a team of district-level personnel to share the prospective goals for implementation and desired outcomes of the grant. The School Support Officer discussed the TTIPS grant with emphasis on the district's role, non-negotiables, and prevention of barriers. In addition, the Superintendent and board members were informed of the application process, commitment expectations, and the board members received an overview of the Grant via email.

The Leadership team also created a framework for plans to meaningfully engage families and the community in the implementation of the Early Learning Intervention Model on an ongoing basis. Methods for communication were discussed as well as a broad timeline for implementation, and a list of the resources and supports that would be needed to ensure that the community is aware of the expansion of the program, the resources available, and the progress that is being made. To ensure that this project meaningfully engages families and the community in the implementation of the selected model on an ongoing basis, WLA will create a special task force or community action team (TTIPS committee) which will be made up of school staff such as teachers, counselors, and campus administrators; parents; community and business leaders; district officials; and a nonprofit community-based organization (CBO) partner to work with the school. This group will provide feedback of the program. This TTIPS committee will meet quarterly to provide an overview of progress. Parents and community members will have an opportunity to provide input into the practices and procedures of the program and the school in order to improve student achievement. Additionally, parents and community leaders will be trained on how to hold the school and the school district accountable for achieving high academic standards for the students at the school.

The program coordinator will plan, set up, and invite attendees to the meeting. The principal will be the chair, with a parent and or community member chosen as the vice chair. The program coordinator will work closely with the principal to ensure that the meeting runs smoothly, and can at times act as the chair when the principal is not in attendance. The parent/community member vice chair will have an opportunity to address the committee at every TTIPS committee meeting. A meeting notice and agenda will be emailed, information regarding the meeting will be placed on the school marquee. Although the meeting is specifically for members of the TTIPS committee, the meeting is open and any member of the staff or community may attend.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Provides effective oversight and support to ensure that the school is utilizing the grant fund towards the identified goals, that adequate progress is being made, and needs are analyzed at regular intervals so that they can be adjusted as needed to meet students needs.	Must possess a bachelor's degree and have experience with TEA Grant programs.
2.	School Improvement Officer	Monitors and ensures that the school is utilizing the grant fund towards the identified goals, that adequate progress is being made, and needs are analyzed at regular intervals so that they can be adjusted as needed to meet students needs.	Must possess a M.Ed. or M.S. degree and TEA certification in educational leadership
3.	Principal	Manages the daily operation of the grant to ensure that the school is utilizing the grant fund towards the identified goals, that adequate progress is being made, and needs are analyzed at regular intervals so that they can be adjusted as needed to meet students needs.	Must possess a M.Ed. or M.S. degree and TEA certification in educational leadership
4.	Asst. Principal	Using data to inform the instructional program and implementing system to prepare the school for the long term process needed to transform the school into a high-performing organization	Must possess a M.Ed. or M.S. degree and TEA certification in educational leadership
5.	Asst. Principal	Manages professional development plans, develop and implement the new teachers retention program and working to develop an ECE program that is research-based.	Must possess a M.Ed. or M.S. degree and TEA certification in educational leadership
6.	Teacher Specialist	Implementing research- based instructional programs and providing on-going high quality staff job-embedded staff development that is culturally responsive.	Must possess a B.A. degree and TEA certification in aligned content area
7.	Teacher Specialist	Implementing research-based instructional programs and providing on-going high quality staff job-embedded staff development that is culturally responsive.	Must possess a B.A degree and TEA certification in aligned content area
8.	Teacher Specialist	Implementing research based instructional programs and providing on-going high quality staff job-embedded staff development that is culturally responsive.	Must possess a B.A degree and TEA certification in aligned content area
9.	Counselor	Providing social-emotional support for the students and providing information and support for available social services.	Must possess a B.A degree and TEA certification in school counseling

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Literacy Specialists	Provide support for teachers in the ECE program to improve literacy foundations.	Must possess a B.A degree and TEA certification in either ECE 1-6 with a focus on Reading or 4-8 Reading
2.	Social Worker	Provide social-emotional and community supports for students and families.	Must possess a M.S.W. degree (Social Work)
3.	Parent Liaison	Work to establish and implement effective parental programs to build the capacity of parents in GED support, resume' design, job placement, and parental support to children's education	Must possess a B.A degree and work to attend training provided by the Student Services Office
4.	Academic Tutors	Provide small group and one-one-one support to students who need additional support in the areas of reading and mathematics.	Must possess a B.A. degree in respective subject matter for which they will provide tutorial services. Must attend district-level professional development on a continuous basis
5.	Professional Development Providers	Provide ongoing, job-embedded professional development to teachers to aid in implementation of best research-based instructional practice in the classroom	Data and Evidence-based results in desired professional development. Must have proven track record showing direct impact on improving student achievement
6.	Creative Arts Instructors	Provide rigorous, research-based and engaging instruction to students aligned to TEA standards	Must possess a B.A. degree and TEA certification in respective subject matter for which they will provide instruction to students
7.	Instructional Technology Trainers	Provide ongoing, job-embedded professional development to teachers to support the implementation of instruction in the classroom.	Must possess a B.A. degree in Technology, preferably, instructional technology
8.	Data Analysts	Disaggregate, analyze and create data reports to the school and district around the implementation of the TTIPS grant	Must possess a B.A. degree
9.	Grant Project Coordinator	Oversee the daily operation of the grant to ensure compliance with federal, state and local expectations. Attends meetings as representative of the school and reports directly to school principal in regards to grant.	Must possess a B.A degree and have experience leading a grant funded program and/or experience a federal, state or local initiative
10.	AVID tutors	Provide small group and one-one-one support to students enrolled in the AVID program who need additional support in the areas of reading and mathematics.	Bachelor's Degree preferred; College student accepted

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Independent School District will monitor and evaluate progress toward annual goals for student achievement, TTIPS leading indicators and implementation of interventions by conducting ongoing monitoring of the program through the use of data analysis and monthly meetings. The district's School Support Officer, assigned representatives from the Professional Development and School Transformation Office will meet with the principal monthly to monitor the implementation of the program. In addition, the Grants Manager, Budget Analyst and Manager of Procurement will attend these meetings, as needed.

Houston ISD is committed to providing adequate physical resources to support the implementation and continued success of the program created by the TTIPS project. It is also devoted to providing human resources necessary for **sustainable improvement**, including the knowledge and skills developed through project initiatives. Houston ISD is dedicated to providing successful practices in support of the TTIPS project for the campus so that the improvement efforts will continue well beyond the funding period. More importantly, the campus staff, in conjunction with the district and campus administrators, agreed that they will work collaboratively to sustain continued improvement for Woodson Leadership Academy. All stakeholders are dedicated to ensuring that systems are in place to continue the programs including:

- Leadership development within the school to ensure continuity of effective leadership.
- Implementation of systems and process that support the school progress.
- The development of school policies and procedures that embed the practices necessary for success.
- The continued monitoring of the school progress to ensure that any areas of deficiency are identified in their infancy.
- The continued empowerment of the school's leader to make changes to the instructional program, as needed.
- Professional development opportunities that are specific to the expectations, implementation, and progress of the grant to ensure that all school personnel is well-versed in the grant.
- Implementing the grant with full disclosure and transparency to all stakeholders.
- Effective communication with stakeholders, monitors, and providers to ensure effective chronicling of services, resources, and progress at WLA.
- Mechanisms for effective program analysis to ensure continuation of effective programs and the cessation of programs that are not contributing to student success.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Independent School District will sustain the reforms in the school after the funding ends by conducting ongoing assessments throughout the school year through monthly meetings, quarterly meetings and review of the school's data. During the ongoing assessment, it will be determined what is working and what is not working to determine what items need to be abandoned and what items should remain. Based on this assessment, the sustainability to what is working in the program will be sustained through general funds and other federal funds or grants, (i.e. Title I and School Improvement funds). The school will also plan for sustainability by providing professional development to teachers in a way that they are equipped to continue implementing the program.

Houston ISD will ensure that WLA has sufficient flexibility from barriers that may inhibit the reform efforts by informing Department heads about the TTIPS grant and its expectations. In addition, department heads will be made aware of the funds, expectation, the district's role and the non-negotiables. Procedures are being put in place to eliminate foreseen barriers. The district will work with the community leaders and social service agencies regarding potential barriers through continuous communication and monthly presentations to senior cabinet.

The foundation that will be created as a result of the TTIPS project will be such that the momentum for change and improvement will propel the school beyond the initial grant period. A strong, consistent leadership in conjunction with knowledgeable, highly-effective teachers and successful students will lessen the need for the intense staff development efforts that will be initiated during grant period and lay the foundation for growth beyond the end of the funding period. Successful monitoring practices of grant activities by the Project Coordinator and other District Personnel will ensure that the activities continue beyond the grant period. In addition, the school will continue to pursue additional funding from state and federal revenues after the end of the grant period to enable the effective and successful practices initiated during the grant period to continue after the end of the funding cycle.

There are a plethora of lasting changes that will positively affect the school after the TTIPS project has concluded. In terms of parent and community involvement, the Parent Liaison will continue to serve our community and the connections to local social services should remain for many years. The implementation of PBIS will create behavioral expectations and culture reforms that will continue to impact student behavior and achievement. The increases in learning time will continue beyond the grant, as well as the changes in instructional practices and the emphasis on data-driven decision making. Lastly, the quality of the teaching staff will be greatly improved as a result of the professional development that the teachers receive and the additional instructional coaching made possible by the grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since May, in the school improvement process, district and campus leaders, and campus staff have collaborated to develop long term goals for improvement. Sources of campus data reviewed included the TEA report, AYP/SIP Multi-Year Performance report, TEA Accountability Tables, School Report Card, STAAR results (2013-2015), the Campus Needs Assessment, and the School Improvement Plan, as submitted to TEA. In doing so, the data analysis leads to logical, shared goals. Based upon the TTIPS seven Critical Success Factors, it became apparent much work needs to be done to launch an intense initiative to seek funding and focus on the improvement targets as outlined.

The process for developing a school wide plan and campus performance goals include:

- Disaggregate state assessment data by accountability groups to identify areas of student academic need
- Identify instructional targets for each content area and grade level, with explicit supports in PK-2
- For grade levels not assessed by the state, identify trends in the Literacy and Numeracy as a focus for instruction

Develop strategic district, campus, and classroom goals, objectives and strategies to address the areas for improvement.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Team leaders will review the data obtained from the formative assessments. Based on results, teachers will revise instructional calendars and lessons for re-teaching, when necessary, as well as identifying students in need of targeted assistance. Teachers will then reassess student performance on the same material, after intervention, to identify whether or not the material was learned to a sufficient degree and to determine effectiveness of intervention strategies. The Leadership Team will have data meetings to assess the participation rates, student engagement, and teacher observations to analyze the effectiveness of interventions.

One of the primary methods of collecting data will be a result of the school enrolling in the Children's Learning Institute (CLI), CLI Engage platform, and utilizing the Texas School Ready! Child progress monitoring assessments with pre-kindergarten students. In addition, teachers will review all of the data as part of the weekly discussions. Campus leaders will maintain a schedule of data driven discussions and planning sessions as part of the plan for professional development so that staff review each element of campus and student data weekly and summatively at the end of each semester. As results are reviewed, each group will report program specific reports to campus leaders on the progress of implementation of project activities and the level of effectiveness of the initiatives and programs in order to promptly identify any needed adjustment in the implementation of the project plan.

To increase leadership effectiveness the School Support Officer and the Project Coordinator will provide systematic training to campus leadership, develop a district rubric to measure leadership capacity and progress, and report results to leadership team. Data on learning time will be collected by the teacher specialists, and will be used to review academic achievement and climate and report to campus and district leadership each grading period. The staff will collect participation data on parental involvement, including the number of activities, the number of participants, and, report to campus and district leadership each semester. To monitor the increase in teacher quality, the Principal will report to the campus and district leadership the aggregated results of classroom walkthrough observations, attendance data, and student achievement.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The proposed project's evaluation plan to assess the effectiveness of program activities and interventions includes both summative and formative components to ensure the ongoing monitoring of continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level lies with the Principal, the School Support Officer, and the Project Coordinator. The team will report, where appropriate, on a quarterly and end-of-year basis, both formative and summative program findings to the school staff, agency staff, and the Texas Education Agency.

Ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and other stakeholders on the success and progress of the interventions, as well as to identify areas for needed improvement. The will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved. In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan at the campus level that will:

- Hold regularly scheduled meetings with staff and other stakeholders
- Monitor progress to inform program modifications as needed
- Elicit feedback from all stakeholder groups
- Resolve any issues and challenges in a timely manner by maintaining open communications pathways.

The plan will articulate policies and procedures for the facilitation of continuous monitoring and continuous improvement and will be available for and communicated to all staff and stakeholders at the beginning of the project's grant period. It will also be available for reference, at any time, by making a request to the Principal. Houston ISD assures that the campus will meet all required reporting expectations set forth by the Texas Education Agency and complete a final evaluation that addresses the following:

- The degree to which the interventions set forth in the project were implemented according to the plan
- The effectiveness of the interventions in achieving the goals and objectives of the project
- The impact of the project interventions on the participants and degree to which targets were met

When there are problems with the project delivery, it is imperative that the problems be addressed immediately. Where problems are identified, the first step is to meet with the Leadership Team to ensure an accurate assessment of the issue, and identify what the actual delivery expectation is. Then, documentation and evidence of the issue needs to be compiled. Once it is ascertained that there is improvement needed, the Principal (or her delegate) will have a vision-oriented conversation with the parties identifying the needed changes and the timeline for improvement. Continued assessment will either result in a confirmation that the project delivery is on target, or it will delineate the need for the cessation of service, the need for a replacement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School administrators will work with the Project Coordinator and School Support Officer to facilitate the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this collaborative effort, both the Supplier and HISD will benefit from working as business partners, thereby having the right to exchange products and services, at the right cost, from the right Supplier, to the right location every time without prejudice or bias. The School Support Officer has the authority to commit district funds for the acquisition of goods and services.

All service providers will be selected using the current procurement procedures as approved by Houston ISD. External service providers go through a stringent screening process. Such providers will have a proven record of success in other educational settings over time. References are required from service providers from schools with which they have worked, including the names of campus administrators. The District shall appropriate funds that will be used, pursuant to administrative regulations set forth by the Superintendent, to procure the required goods and/or services, in accordance with the following stipulations:

The authority to purchase, i.e. the authority to obligate district funds to an agency outside of the HISD, is vested in the Superintendent, or his delegate, with the authority to purchase or contract to purchase materials, supplies, equipment, and services; to lease equipment and facilities necessary for educational programs and district operations; and to contract for renovations and construction. All such purchases and/or contracts shall be awarded contingent upon the availability of unrestricted funds in the approved operating or capital budget. All contracts must be signed by the Superintendent or his/her designee.

All district employees shall encourage and promote, on an inclusionary basis, contracting opportunities for all businesses, without regard to race, color, sex, religion, national origin, marital status, sexual orientation, age, gender identity or expression, genetic information, ancestry, or any legally protected status.

All contractors and vendors desiring to do business with the HISD and/or to participate on HISD contracts shall be required to comply with Board policy. All vendors and contractors doing business with the HISD shall provide all persons with equal opportunity without regard to race, color, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Houston ISD district office will provide intensive technical assistance and support to the school to facilitate the monitoring of external providers. The Grants Manager and the Office of School Procurement will work closely with the school. The principal and project coordinator will meet with the school's School Support Officer monthly to monitor the implementation of the program, review monthly drawdowns, expenditure of funds, implementation of Early Learning Interventions, progress of professional development, status of contracts and the degree of implementation of the program according to the contracts given to the providers. Other participants that will attend these meetings as appropriate Director of Curriculum and Instruction, and Core Content Specialists. The Grants Manager and the School Support Officer will work closely with the principal to monitor the program.

On the campus level, the project coordinator will be responsible for providing continuous oversight to external providers. The project coordinator and school leadership team will develop performance rubrics to evaluation external providers, as well as monitor performance measures, including participation rates, student achievement data, and implementation quality. There will be monthly progress reports given to each external provider that highlights achievements, and outlines areas of improvement. This will be based upon the continuous monitoring done by the campus-based leadership team. The project coordinator and school leadership, based upon data, observation, and progress measures, will also be responsible for making recommendations to the Principal when there are low-performing providers to begin a course of action to remedy the poor performance. Where performance is low, the leadership team will decide what supports will be provided, a timetable for improvement, and measures for improvement. Nonetheless, as mentioned previously, the Principal, after meeting with the provider, will present the course of action required.

Where recommendations are made to the Principal, if no improvement is seen, the Principal will notify the provider in writing of the necessary improvements and the timeline (immediately) in which the improvement is expected. If there is a continued lack of improvement, the Principal will initiate the termination of services in the manner that is consistent with the contract/service agreement. The authority to remove/replace external providers will be at the behest of the principal, but not without due process, evidence of attempted support, and documentation of the deficiencies that lead to service termination.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912		Amendment # (for amendments only):	
Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
1.	Training school staff in the parameters and programs and services that will be available as a result of the grant, including professional development for the use and care of technological resources to enhance instruction.		
2.	Creating Rubrics for assessment of interventions and the impact of those interventions on student achievement.		
3.	Identifying necessary community partners and introducing them to the upcoming pathway of interaction that will result from the full implementation of the project.		
4.	Establishing a common culture of work and expectations that will result in the clear delineation of lines of communication among all of the individuals that will be working within the parameters of the implementation.		
5.	Identifying staffing needs for the following school year based upon the data compiled from within the school and hire administrative/instructional staff, including Project Coordinator, ECE Teachers, Interventionists		
6.	Test assessment and benchmarks to ensure accurate data collection processes are in place.		
7.	Rolling out the timeline for the goals and expectations to the school staff, and receiving feedback on the feasibility and attainability of the desired goals to ensure a common vision.		
8.	Design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.		
9.	Register for/attend required TTIPS team training		
10.	Recruit, screen, and select potential external providers (Complete contractual agreements)		
11.	Develop Staff Development Plan and Timeline		
12.	Communicated project mandates to all stakeholders.		
13.	Purchasing resources for the expansion of Pre-Kindergarten		
14.	Purchasing necessary technological resources, including iPads, computers, and Interactive whiteboards		
15.	Ensuring communication pathways are establish between campus based personnel and District-level support personnel.		
16.	Identifying any potential challenges involving the physical site that might be a barrier to implementation.		
17.	Creating the necessary systems to establish and effective data management system that allows for the collection, sharing, and analysis of data throughout the school.		
18.	Develop instructional framework to guide the improvements in teacher quality, and identifying campus-based supports for teachers.		
19.	Create reward/incentive plan and submit for District approval to attract the best talent to the school.		
20.	Comprehensive review of the proposed plan to ensure effective implementation in the following year.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the large influx of new teachers, the current framework for mentoring new teachers coincides with the goal of improving teacher quality. Measures are being enacted this school year to create teams of teachers to strengthen school ties, have more structured monitoring of the mentoring relationships, providing communication pathways between the new teachers and the Leadership Team, and creating a reward program to motivate and encourage teachers towards excellence. In addition, professional development will be structured in a way that allows teachers to create learning tracks that will be used as a basis for the institute model of professional development that will be implemented as a result. The professional development will be job-embedded and will be culturally responsive to address the specific needs of the demographics and sub-populations within the school

The PK-3 Assistant Principal and the Literacy Specialist are working together to implement instructional changes in the Early Childhood program in order to provide teachers with the tools to build better foundations for learning. This includes professional development for PK-3 teachers in "Play as an Instructional Tool". "Standards Based Instruction" and "Intentionality as a Tool for success". All of these modules are research based and will provide teachers a more extensive knowledge base for developing a more rigorous EC program.

All members of the leadership team will be trained in Teacher Development and Assessment System to ensure that walkthroughs and observations are conducted with an emphasis on student achievement. This allows for accurate analyses of school needs, professional development needs, and possible staffing needs. In addition, the Principal is identifying staff members with the capacity of be school leaders to provide mentoring and training. These teachers will be given roles in the school to develop their leadership potential, gain valuable experience in the administrative mechanisms of running a school, understanding the statutory requirements in a school, and practices and habits of successful school leaders. In addition, the SSO will work with the Leadership Team to ensure that professional growth of each member, and the Leadership Team is responsible for modeling the need for Professional Growth to the staff by sharing their own learning through Professional Developments, Mentor Meetings, and Staff Meeting.

The Leadership Team is developing mechanisms for data collection and analysis. This includes looking at the feasibility of data collection, the volume of data collection, and most important the use and usefulness of the collected data. Team Leads within the school will work with the Leadership Team to identify the data sources that are most useful for their content, grade level, and context.

A concerted effort will be made to identify parent partners that will be instrumental in creating a Parent's Council. From this pool, it may be possible to identify the Parent Liaison that will spearhead the Parents as Partners program in the school. The aim is to increase community awareness of and involvement in the programs that will be available.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Mesha Greene

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

August 10, 2015

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model
selected for modification:

N/A

Description of the
modification:

How intent of the original
element remains/will be met:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<ul style="list-style-type: none"> • Campus SIP History/Adequate Yearly Progress reports (2012-2015) • Campus Academic Excellence Indicator System (AEIS) reports • STAAR data • Campus Accountability Tables • Campus Report Card • Campus demographic trends • Teacher planning documents • Discipline records • Attendance data • Parental Involvement Logs • Student Growth is a measured based upon several factors, and while it is not the only measure of teacher performance, it is measured by evaluating different areas including multiple observation, professional practice, and student work as evidence of student growth.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>The teacher evaluation system helps teachers and principals to focus on student data and to use those data to determine where teaching practices may need modifications to be more effective. Professional development is driven by results from teachers' classroom observations and analysis of student work with the primary focus being to help the teachers become more effective in the areas they are observed as being less effective at meeting student achievement gains. Also, because of the many responsibilities a principal has outside of teacher evaluation, the entire administrative staff is committed to observations and walkthroughs that are designed to support teachers in increasing student achievement. In addition, all evaluators will take part in calibration and rubric analysis opportunities to ensure all evaluators are in tune with the expectations for teacher work and student achievement and further to ensure that teachers fully understand the work and expectation for work at Woodson Leadership Academy.</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>Teacher Appraisal and Development System (TADS) is a common evaluation system that will allow Houston ISD to ensure consistency and comparability across the district, based on a common definition of teacher effectiveness. The TADS consists of multiple components which contribute to an overall Teacher Effectiveness Measure. These components include Teacher Assessment on Performance Standards, Surveys of Instructional Practice, and Student Growth and Academic Achievement. The school will take part in calibration and rubric analysis opportunities to ensure all evaluators view instructional quality from the same lens and to further ensure that teachers continue to reach proficiency and that is communicated to the Instructional Staff.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Teachers will be awarded through the HISD Aspire Program. This is a monetary reward program paid to teachers and administrators for outstanding student performance on measured assessments.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The evaluator, with the approval of the principal, may place a teacher on a Professional Development Plan at any time during the school year if there are major issues with any performance standard including identified in TADS. The principal and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP. Administrators/evaluators supervise and provide guidance to the teacher as outlined in the PDP. Teachers beginning the school year on a Professional Development Plan (PDP) are monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards. All components of the PDP are entered into the electronic Professional Development (PDP) form. The teacher receives additional support from the administrator/evaluator, instructional coaches, mentors, professional learning and/or common core implementation specialists.
Describe the criteria established for educator removal:	<p>Teachers will have access to multiple lines of support however in the following instances, a teacher may be recommended for removal:</p> <ul style="list-style-type: none"> • Consistent inability to influence student growth • Consistent failure to make changes in the instructional practices that impact student growth • Consistent and documented inability to engage in instructional practices that positively impact student growth. • Consistent and documented failure to adhere to school policies and procedures. • Consistent and documented failure to adhere to any of the 9 professional expectations of the TADS. • Consistent and documented failure to adhere to the 10 Instructional expectation of the TADS • Consistent and documented failure to adhere to the 3 planning expectations of the TADS

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	<p>N/A</p>
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:</p>	
<p>Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:</p>	

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County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912		Amendment # (for amendments only):	
Statutory Requirement 13: High-quality preschool programming Applicants proposing the EARLY LEARNING INTERVENTION model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	The Program will have high staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway. Comparable salary is \$51,000 to \$71,500. The National Association for the Education of Young Children (NAEYC) also suggests specific teacher-child ratios for accreditation, with an overall ratio recommendation of 1:10 and a class size of no more than 20 with, at a minimum, one teacher with high staff qualifications. The daily schedule for PK staff is 7:15 – 3:45 p.m.		
Indicate if the campus will partner with community-based provider to deliver the preschool.			
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	The preschool program is based upon the recommendations of the National Association for the Education of Young Children (NAEYC) in alignment with the standards set for by the Texas Education Agency. Research-based recommendations by NAEYC insist on a play-based curriculum that champions developmentally appropriate practices in an enriched environment by an intentional teacher. A play based-curriculum will allow for the development of necessary precursors to academic learning, as well as develop socio-emotional skills. As a result of collaborative planning sessions, the program will be vertically aligned in all subject areas, and the introduction of a social worker and fulltime counselor will address		
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	Enrollment and training in the Children's Learning Institute (CLI), CLI Engage platform, and the utilization of the Texas School Ready! child progress monitoring assessments with pre-kindergarten students will enable teachers to assess the ECE students. Additionally, continuous assessment of socio-emotional skills using agreed upon rubrics, and observations of students engaged in performance based assessments will guide continuous improvement and next grade readiness.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

Indicate the number of new staff hired for work in the turnaround model implementation:

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Academic Performance/Improve the Instructional Program*****Planned Intervention****Period for Implementation**

1.	Provide Training for teachers in Data Driven Instruction, including training in data collection, data analysis, and using data to inform planning and instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Increase access to Technology in the school by procuring iPads, computers, SmartBoards and other technological advancements to enhance instruction and provide teachers with the necessary training to ensure those tools are used effectively.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Provide opportunities for planning sessions with teachers to occur, including vertical planning and horizontal planning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide funding for teacher to attend professional conferences and workshops in areas of professional need to strengthen the knowledge base and instructional toolkit of teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Ensure cultural-responsive pedagogy is used in all classrooms by ensuring that teachers have access to quality professional development, have access to coaching and modeling of practices, and have meaningful feedback sessions after observations and walkthroughs to ensure high quality instructional practices are utilized.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Coordinate the schedules of the Leadership Team to ensure that walkthroughs and feedback are occurring regularly, and that they are aligned with the school priorities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Develop timetables to ensure that all instruction is monitored regularly and effectively by the leadership team, and ensuring that all members of the leadership team are trained in effective observations and providing effective feedback to improve instructional practices.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	Expand the PK program and ensure that the student to teacher ratio in PK is 10:1, and that there is a highly-qualified teacher in each classroom. Select teachers based upon the staffing needs of the school, as identified by the Leadership Team after assessing data and teacher performance by developing a marketing plan to attract teachers who will be a good fit for Woodson LA.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Ensure that all teachers in the ECE program, and the whole school, use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State academic standards; Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Develop mentor network and program to retain teachers who have been successful in improving student achievement, including partner pairings with successful teachers at other schools with similar demographics, teacher teams within the school, and admin teams, where each teacher is assigned a member of the Leadership Team as an instructional leader.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	The Leadership Team will be trained on effective documentation and Teacher Development and Appraisal Systems to ensure that processes are followed to ensure that teachers who are not performing can be removed from the campus.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Develop incentive program for teachers who exceed the goals of the program, and who are committed to the program as evidenced by their student achievement and retention in the school throughout the grant cycle.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Teacher Specialist will work with teachers, especially new teachers, to develop instructionally sound practices using coaching, modelling, and professional development.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Ensure that teachers receive training to remain in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG) and utilize instructional materials that are approved by the Texas State Board of Education.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Leadership Effectiveness*****Planned Intervention****Period for Implementation**

1.	The Leadership Team will have training in District Processes and expectations, and technological trainings.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Allow for travel to conferences and workshops that are centered around areas for improvement that are needed to increase the school's rating and the academic success of students by providing leaders with the tools needed to effectively lead the school through the transformation.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Principal will be given additional operational flexibility in deciding which programs and initiatives are in line with the school goals, and are based upon the school's specific needs.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Members of the Leadership Team will attend TEA seminars that address school improvement and learn and share the best practices for school improvement models.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Potential school leaders will be identified for mentorships and professional development towards their goals of increasing their responsibility within the school to ensure that a pipeline of qualified individuals who are prepared for leadership in the school is created.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Consistent weekly briefings, with bi-weekly meetings for the Leadership Team to monitor and assist the school improvement process.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	School leaders will guide PD to assist teachers based upon the needs as identified by walkthroughs and feedback conversations with teachers.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Increase Use of Quality Data to Inform Instruction*****Planned Intervention****Period for Implementation**

1.	Specialists and APs will work with teachers to ensure an understanding of data requirements, collections procedures, and reporting processes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Teachers will be required to show links to data in instructional plans and in collaborative meetings to ensure that data is maintain and actually used to inform planning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Teachers will receive Data Binders to aid in the collection and reporting of Data, and the coaches will provide coaching on teachers' disaggregation of date to inform instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Professional Developments will be planned to ensure a common understanding of the data analysis process, and the expectations for it within the school, including explicit instruction in the District's Data analysis software.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	The whole staff will receive training in the use of data analysis software by the District that can produce assessments and analysis of the assessments.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Teachers will utilize a Student Instruction profile to conduct one-on-one conferences with students and parents that will chart progress throughout the year to ensure that there is ample communication with the parents, and that both students and teachers are aware of the expectations.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Teachers will document, using anecdotal notes and observation notes, the socio-emotional progress of students, in order to provide foundation for any services that a student may need.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:***Increase Learning Time*****Planned Intervention****Period for Implementation**

1.	Implement attendance requirement among teachers to increase in actual Instructional Time, and hold teachers accountable for their attendance based upon the standards set forth by the District, and the reporting procedures set forth in the Campus Staff Handbook.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Create a Bank of Substitute Teachers that is proficient and effective in the classroom, and are invested in the program, so that when teachers are absent, instruction does not suffer.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Utilize online learning platforms such as Study Island and Starfall that children can access at anytime to allow additional practice on TEKS objectives that are not previously mastered and extension of those that were.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide access to additional support and interventions after school and on Saturday to allow for additional teacher led support outside of the regular school day.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Restructure Ancillary classes so that curriculum supports learning outcomes in Literacy, Math, and Science in order to increase cross-curricular learning opportunities and ensure students see the relevance of subject content.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Adjust the school timetable to create blocks of instruction to add more time to the learning day, by decreasing breaks and time needed to change classes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Adjust the timetable so that 30 minutes of everyday is dedicated to Interventions/Enrichment/Practice to specifically address deficiencies and learning issues as they occur.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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Critical Success Factor:***Increase Parent/Community Engagement*****Planned Intervention****Period for Implementation**

1.	Host Parent nights for different classes of Students, i.e. G/T, Special Needs, ECE to avail the parents of the services that are available.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Partner with the Houston Children's Museum to implement programs that increase parental involvement in learning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Open the position for Parent Liaison to helm the Parents as Partners program and to act as the parent representative on the school decision making Committee.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Provide space and time for social service agencies to utilize the school to meet with parents to ensure families are receiving the social and emotional support that is available to them. This includes hosting training classes where the parents can learn more about the online resources offered by the district, learn computer skills, and language skills, where needed	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Host a Parent's Meeting at the beginning of each term to engender goodwill and ensure that the lines of communication are open and available between the parents, community stakeholders, and the school staff.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Develop Parent Commitment Contracts to increase the expectations and understanding of the academic requirements of the students, and to give the parents information on how to be more actively involved in the school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Monitor communications with the parents to ensure that teachers are consistently communicating student progress and school events to the parents, and that parents are aware of the programs and services that are offered at the school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-912

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

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Critical Success Factor:***Improve School Climate*****Planned Intervention****Period for Implementation**

1.	Host school-wide competitions that are designed to increase goodwill towards the school, including door decorating competitions, competitive food drives, and other competitions that will get students and staff involved in representing the school in a positive way.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Implement the Positive Behavior intervention Support Plan which has been shown on many campuses to dramatically decrease discipline referrals.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Increase the options for Extracurricular Activities, as research demonstrates that participation in extracurricular activities increases student educational attainment.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Increase the number of outside learning experiences that are available to the students, including visits to colleges and trips to cultural performances to increase the relevance and real-world application classroom content and have a positive impact on student's attitude towards education.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Develop activities and programs that increase school spirit, and give students ways to express it positively through competitions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Enforce school rules and clearly communicate the rewards and consequences of the Behavior Plan to ensure fair and equitable application of the school rules	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Increase student participation in AVID as involvement in extracurricular activities increases student education attainment.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-912		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-912 Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-912		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-912

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-912		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-912		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-912

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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